

CLT PAPER Grading sheet

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/15 DOCUMENTATION

/5 TYPES OF SOURCES

PROBLEMS:

- At least 2 sources are used.
- Authoritative sources must used. Credibility of authors/sources is well-established.
- No use of print or online encyclopedias
- Information from a variety of sources
- Sources are mixed, over use of one source and/or one-at-a-time avoided

/10 CORRECT DOCUMENTATION/CITATIONS

1. DOCUMENTATION/CITATIONS are provided for virtually all material in this section that needs to be cited. In other words, credit is given where credit is due.

2. PHOTOCOPIES/PRINT-OUTS of the pages of Doc. check #1--DQ and Doc. check #2--P are turned in with paper and on time and marked in paper & WC

3. DOC. CHECK #1 (DQ = DIRECT QUOTATION)

PROBLEMS:

- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- Author (w/ credentials) of direct quotations is not given proper credit.
- Material isn't found in the original.
- Interpretation of the original material is inaccurate.

4. DOC. CHECK #2 (P = PARAPHRASE)

PROBLEMS:

- Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
- Interpretation of the original material is inaccurate.
- Author (w/ credentials) of paraphrased material is not given proper credit.
- Material isn't found in the original.

5. OTHER DIRECT QUOTATIONS/PARAPHRASED MAT'L DONE CORRECTLY

PROBLEMS:

- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- Author (w/ credentials) is not given proper credit.
- Material isn't found in the original.
- Interpretation of the original material is inaccurate.
- Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
- Interpretation of the original material is inaccurate.
- Other problem(s): _____

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Name _____ Hr. _____ Due date: _____

CLT PAPER GRADING SHEET

STUDENT COMMENTS ON DOING THIS PAPER: For example, what worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like!

/25 CONTENT

1. TITLE The paper must be given an original title which creatively reflects the content.

2. INTRODUCTION identification of research topic/scenario in an interesting/engaging/unique manner

3. CONCLUSION controlling purpose statement is effective, clear, follows order of paper, is seamlessly integrated, uses strong verb(s), and does not refer to the paper itself ("This paper...")

PROBLEMS:

- accurate
- complete, in-depth
- related to course work
- quality
- information presented in a fresh, insightful way

CONCLUSION

1. Paper transitions smoothly into conclusion

2. Reviews fully the major CLT information in a balanced way

3. Closing statements logical and conclusive

4. Beyond summarizing of CLT info, a sense of closure, a "pulling it all together" feeling is present.

ORGANIZATION

1. Organization is undeniably present, naturally complementing and enhancing the content.

2. Transitions are used effectively between and within paragraphs to promote coherence.

9.12

9-13

10 **STYLE**
FORMAL ACADEMIC VOICE AND TONE

-1 to -5

PROBLEMS:

- Formal academic voice is clearly established through effective word choice and is sustained throughout.
 - ◊ Avoids the use of slang, colloquialisms, and informal speech mannerisms (including contractions).
 - ◊ Avoids, except in direct quotes, use of the first person: *I, me, my, mine, you, your, yours, the use of the "understood you," as well as we, us, our, and ours.*
- The paper maintains an objective, not a persuasive, tone.
- The literary present tense is used at all times.
- Quoted material is skillfully integrated into the paper with appropriate use of embedding or effective lead-in phrasing.
 - ◊ Avoids leading into source mat'l with awkward constructions like, "An example is when . . ."
 - ◊ Avoids obvious or unsophisticated commentary such as, "What this quote is saying is that . . ."
- The reader can always distinguish between quoted or paraphrased material and the author's own analysis.

LANGUAGE AND SENTENCE CONSTRUCTION

-1 to -5

PROBLEMS:

- The vocabulary choices should reveal sophistication, precision, and a purposeful use of language appropriate to a college level for a research paper.
 - ◊ Diction reflects a sophisticated tailoring of a message to a clear audience.
 - ◊ Diction is precise.
 - ◊ Pronouns are used sparingly and referents are always obvious and specific.
 - ◊ Avoids overly simple word choices; vocabulary is near "college level."
 - ◊ Diction demonstrates clarity and insight rather than relying on clichés or idioms
 - ◊ Jargon (applicable technical terminology) is used effectively and correctly. Terminology is precise and clarified.
- Sentence structure and must be purposeful and well crafted.
 - ◊ Sentence construction reflects a sophisticated tailoring of message to a clear audience.
 - ◊ Employs a variety of sentence structures to enhance readability; variation in sentence length and structure is used to highlight key points.
 - ◊ Verb constructions build clear and powerful sentences
 - ◊ Avoids overuse of linking verbs and passive constructions.
 - ◊ Avoids wordiness: extraneous prepositional phrases, vague intensifiers and modifiers.
 - ◊ Sentences variety reflects structures employed for effectiveness
- Avoids vague generalizations/unsupported assertions (e.g., "Poetry is meaningful to everyone . . .")
- Verb tense is consistent.

/50 SUB-TOTAL CONTENT + DOCUMENTATION + STYLE

/20 WRITING CONVENTIONS

total msf pts off

total technical pts off

- AWKWARD word choice **awk (-1)**
- AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement **agr (-1)**
- CAPITALIZATION **cap (-1)**
- EXACT WORD word chosen is not precise or correct to convey clear meaning **ew (-1)**
- FRAGMENTS **frag (-1)**
- HOMONYM ERRORS **h (-1)** or **NX H (-2)**
- MISPLACED MODIFIER **mm (-1)**

- PUNCTUATION--COMMAS **pc (-1)****
- PUNCTUATION--APOSTROPHES **pa (-1)**
- PUNCTUATION--OTHER **pend & pcc & pccg & pccg (-1 each)**
- REFERENCE UNCLEAR **ref -1****
- RUN-ONS **ro -2**
- SPELLING **sp (-1)** or **NX SP (-2)**
- TENSE **t (-1)**
- WORD MISSING **wm -1**
- OTHER: _____ (-1)

+1 EXTRA CREDIT

You may earn 1 credit point on this paper for using at least 5 of our class vocabulary words and/or allusions. Highlight/box them in!

-1 off total

SECURITY COPY NOT E-MAILED OR TURNED IN

/70 PRELIM. TOTAL = _____ **PRELIM. GRADE**

However, if you receive full credit for buybacks your new score would be possible points: _____/70 = possible grade: _____

Do buybacks carefully! Yours are due on _____ and cannot be redone!

TEACHER COMMENTS

+ positives

- suggestions

65 - 70	=	A
63 - 64	=	A-
61 - 62	=	B+
58 - 60	=	B
56 - 57	=	B-
54 - 55	=	C+
51 - 53	=	C
49 - 50	=	C-
47 - 48	=	D+
44 - 46	=	D
42 - 43	=	D-
0 - 41	=	F

-1 to -5